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The training program is administered by the St. Louis Presbytery as a three year demonstration program and is financed by a $56,000 grant from the United Presbyterian Women. In the first eighteen months five centers for tutoring, located in various Presbyterian churches, were organized on a non-sectarian basis and were opened to children attending school in the immediate neighborhood. Efforts were made to establish relationships with ministers, congregations, directors of Christian education, professional and non-professional agencies, schools and boards of education, and employment agencies. Relationships with actual dropouts were established through church agencies.

The program is operated by volunteers trained in working with potential and actual dropouts. Specialists in academic fields are utilized for supervised study halls. Specialists in education, psychology, counseling, religion and social work constitute the best resources for training.

Various services are provided in the centers. Tutoring classes help children with homework and study in basic language and arithmetic skills. Remedial reading programs attempt to make reading more enjoyable for children. Creative activities and trips provide cultural enrichment. A summer program for older elementary students provides experiences in planned recreation, singing and crafts. A pre-school program enables children to adapt better to school life. Vocational guidance and placement service, as well as vocational skills classes, have been provided for high school students.

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REPORT

on

THE YOUTH DEVELOPMENT

and

VOCATIONAL TRAINING PROGRAM

Youth-Program

SAINT LOUIS PRESBYTERY

UNITED PRESBYTERIAN CHURCH
of
UNITED STATES OF AMERICA
4515 Westminster Pl., St. Louis, Mo. 63108

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A POTENTIAL AND ACTUAL SCHOOL DROP-OUT PROJECT

Sponsored by

The United Presbyterian Women, U.P., U.S.A.

Prepared by

Doliah B. Leake
Gerald Engel

May, 1964

Churches—Presbyterian
Sch, Pub - Dropouts

Additional information on the implementation of the activities for the potential and actual drop-out described in the report may be secured by writing:

Youth Development and Vocational Training Office
Presbytery of St. Louis
4515 Westminster Place
Saint Louis, Missouri
63108

YOUTH DEVELOPMENT AND VOCATIONAL TRAINING PROGRAM
United Presbyterian Church in the U. S. A.

Co-Directors
Deliah B. Leake
Gerald J. Engel

FOREWARD

The Youth Development and Vocational Training Program has reached the half-way point in the three year authorized demonstration of what the Church could do, utilizing the Presbytery structure as the basic framework for attacking this major national problem: the school drop out.

The premises on which we entered the program have been borne out for the most part:

The problem must be attacked on a preventive as well as a corrective or therapeutic level.

The churches do have a vast, untapped resources to add their part to a united attack on the problem.

The Presbytery structure provides a much wider base for administration, recruitment, training, and co-ordination of the program. Local congregations form a pivotal point for focus of the program, but they are involved as part of a total Presbytery effort.

We can relate successfully to other major agencies, professions, and groups working in the same field. There is room for all. We spelled out our role very carefully after checking it out with the others involved. They have welcomed the Church to the major frontal attack on the problem. They have interchanged their resources and know-how with ours.

The Church has had something unique to contribute. Our approach reminds the various groups working in the "drop-out" field that some of the simplest programs are the most productive. Time and time again we have demonstrated that one, non=professional adult, taking time to work with an individual child or parent of a problem child, can restore hope, motivate renewed effort, and get at the bottom of the issue, where sometimes the more structured, expensive, highly professional approaches fail. We have demonstrated that "love never faileth" a truism that many people in our society today forget.

It is still too early to tell just what effect our program has had in Saint Louis in affecting the school drop out problem. These Things are clear:

The Presbyterian Church's direct attack on this problem (our willingness to do more than talk about what a shame it was) has produced new respect for the church's ability to relate to major problems in life. The professional way in which our co-directors have gone about their job has brought new respect from inter-professional disciplines that have tended to write the church off in the past.

As a result of this program we have not only given direct service to well over a thousand individuals, many of whom have shown marked improvement, have gotten jobs, a new start in life, a new perspective, fresh self-understanding, become useful citizens, but we have opened the eyes of many people to the underlying failures of society which have produced the drop-out problem in the first place.

At least 500 different persons will have become so familiar with the problems confronting families and individuals in the educational, economical, sociological structures of society that they will be responsible citizens in working to change these conditions. These are the individuals who have served as leaders in the program.

In addition there will be several thousand other people who will have been confronted with this problem more indirectly through the staff, volunteers, and others directly involved in it. Many of these people will have been exposed to the ugly nature of the structures that must be changed before we can really solve the problems of people caught up in them.

It can also be said that many people in responsible positions in the educational, political, and social welfare fields will have been directly confronted with new aspects of the drop out program exposed by the efforts of staff and volunteers working in the project. A good example of this is a principal who was not sure he had children in his school who needed any additional assistance beyond the classroom. In the process he discovered many parents who desperately wanted some assistance for their children along this line but who didn't know where to get it. He found that achievement levels were raised considerably by some under-achievers who got special assistance, and his eyes were opened to the fact that more parents are concerned that he had hitherto felt.

We have also seen through the program that society is so near, yet so far from the solution to this major problem. We have the resources in many instances to change the structures causing the problems, but our program has shown how slow society sometimes is in even wanting to change.

ADVISORY COUNCIL

INTRODUCTION

The Youth Development and Vocational Training Program of the St. Louis Presbytery has been in existence some eighteen months. The program is a three-year demonstration project made possible through a grant of $56,000 by the United Presbyterian Women authorized by the Board of National Missions. To initiate the program a proposal was submitted by the Director of Church and Community Work of Saint Louis Presbytery. On the basis of this proposal Saint Louis was selected for the existing program.

During the first year efforts were made to establish a relationship with minister, congregations, directors of Chirstian education, the community at large, schools, professional and non-professional agencies, boards of education, and employment agencies, as well as to explain the nature of the project as outlined in the original proposal. At that time there was an attempt to focus our attention upon the potential and actual drop-outs in elementary and high schools. The program was set up on a non-sectarian basis to accommodate all children in a community.

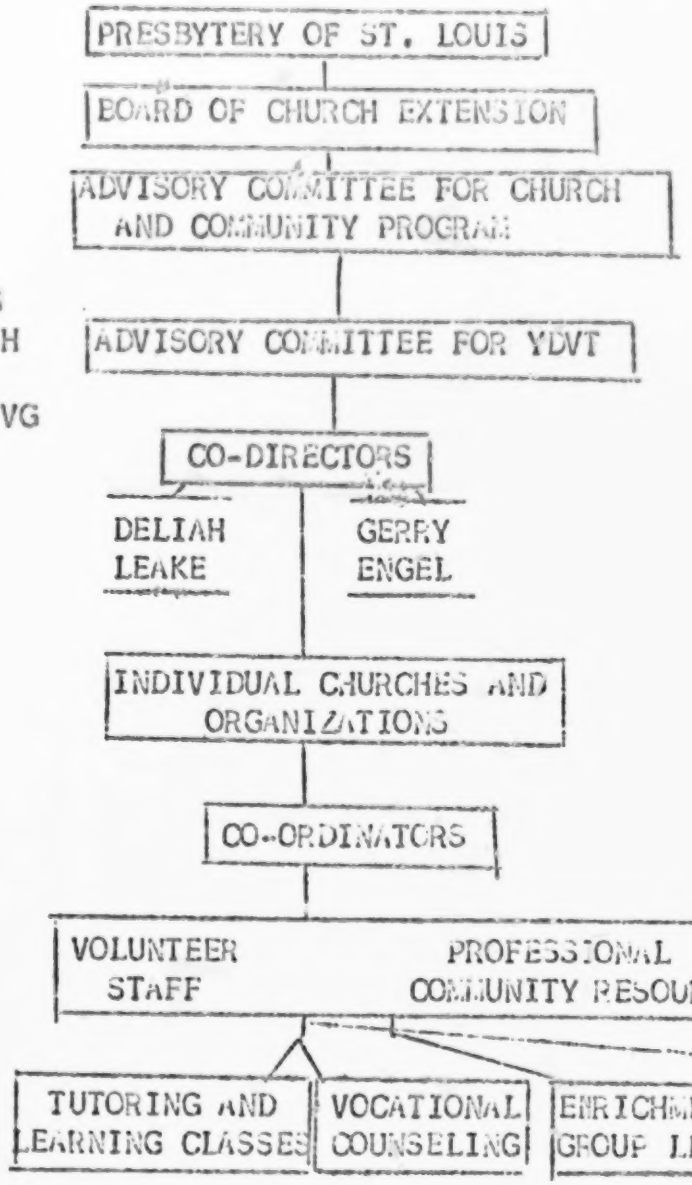
Five centers for tutoring or learning classes were opened in the various Presbyterian churches on an open enrollment for children who were attending schools in the immediate neighborhoods or children who were already enrolled in the inner-city programs. The response was overwhelming and it was soon ascertained that all children could not be accommodated in the already established centers, and that new areas should be explored and an expansion of programs be made.

Relationships with actual drop outs were established through churches, agencies, and other professional groups in the community. Work was begun in creating employment opportunities, special training, and vocational counseling that would demonstrate teamwork between Presbyterian and the power structures that could open up jobs for rejects or those with limited potenial.

Before the end of the first year, the first co=director, Mrs. Martha Rogers (Wilkins) moved out of the city. This limited the opportunity to explore other areas of concern and expand. (See enclosed map).

On September 15, 1963, a new member, Mrs. Charles H. Leake, joined the Presbytery staff as the other co-director of the Youth Development and Vocational Training Program. Last year at this date there were approximately 75 volunteers involved in the program working with around 300 children. This year there are twelve centers opened with over 265 volunteers working with approximately 700 children and youth in the city of Saint Louis and Saint Louis County. Our project has moved from being an almost totally Presbyterian venture, to onw where we have a large number of volunteers of other faiths, as well as professionally trained teachers, physicists, chemists, engineers, mathematicians, etc. For the first time, a large number of students from Washington and Saint Louis Universities, Harris Teachers and Maryville Colleges are involved in various tutoring centers under Youth Development and Vocational Training staff supervision.

YOUTH DEVELOPMENT AND VOCATIONAL TRAINING PROGRAM
United Presbyterian Church, U. S. A.



CENTERS

Westminster 5318 Delmar (12)	CE,SSH,PK
Second Church 4501 Westminster(8)	T,FL,JP,VG SH*, SSH
Clifton Heights 6201 Columbia(39)	FL,T,SE,VG
Cote Brilliante 4673 Labadie(15)	T,SSH
Curby Memorial 2621 Utah St.	T
Kinloch (SC)	T
Wellston (SC)	T
Pruitt-Igoe	PK*
East Grand 19th & E.Gnand (7)	SE

CENTERS

Gibson Heights 1075 S. Taylor	T
Meacham(SC)	VG,SE, T, DL
Greeley 2240 St. Louis(6)	FL, PK* SSH*
West 5872 Maple(12)	AIR,VG, JP,DC
Grace 1401 Clara Ave. (12)	T,FL, VG
Peters 3100 Sidney St. (4)	SSH* SE,VG
Third 2426 Union Blvd.(13)	VG

FL: Fun & Learning (Summer program)
T: Tutoring
CE: Cultural Enrichment
VG: Vocational Guidance
(SC) In Supervisory Capacity only

AIR: Adventures in Reading
SSH: Supervised Study Hall
PK: Pre-Kindergarten
SE: Summer Employment (in cooperation with Mo. State Employment)
DC: Drafting Course

JP: Job Placement
DL: Drop-In Lounge
SW: Sheltered Workshop
*Proposed

The purpose of this report is to share our experiences with you in our attempt to discover how the Church can bring its resources to bear on this major national problem, working in concert with public and private groups trying to get to the bottom of this crisis in education. This past eighteen months has given us a greater insight into the problems of potential and actual school drop outs and we know that there are certain feasible programs that can be instituted by the churches and cooperating agencies in working with these two groups. Some light will also be thrown on the effective use of volunteers in the total program. We realize that we are unable to answer many questions but we hope that our venture and experiences can serve as an impetus for greater and future explorations.

Our basic premise has been to learn how the Church can help to improve the self-image of students by attempting to raise the moral, social and educational values through cultural enrichment programs, supervised study halls, vocational counseling, socialization program for pre-school children and family-life education program for the parent group has revealed the urgency of society bearing in on the problem from the earliest years in life and working with the parents as well as children.

Several points are given because of the many requests that have been made through our office to help initiate programs on a local and national basis. Since it has been impossible to fulfill all of these requests, we felt that such pertinent information could be provided in this report.

At the end of eighteen months we are prepared to say that in addition to direct services provided, we feel that many of the public and private agencies in Saint Louis have come to see their own responsibility more clearly in the light of our findings and in addition have seen the role that the Church can play in providing important resources otherwise not available to deal with the problem.

The Scope of the Youth Development and Vocational Training Program encompasses the following basic areas of concern:

1. To interpret and demonstrate to United Presbyterian Church (and other churches) throughout the country the principles and program that might be followed by their local judicatory in developing a Youth Development and Vocational Training Program. This would assure the churches joining in a meaningful frontal attack on this national problem.

2. The Youth Development and Vocational Training Program is designed to demonstrate how the church can help fulfill the educational, emotional and social needs of children on a non-sectarian basis.

3. To recruit adult volunteers from the various churches and universities to serve as tutors, enrichment leaders, employer contacts and counselors.

4. To publicize and interpret the Youth Development and Vocational Training Program to organizations, churches, community schools, and coordinate our efforts with the resources of the community and other social agencies.

5. To give special attention to the potential and actual drop-outs in the City and County of Saint Louis. This is accomplished through specialized instruction (ratio of two students to one teacher for elementary and one to one on secondary level) in tutoring centers, supervised study halls, vocational counseling, job placement, enrichment groups, sheltered workshops, etc.

PROCEDURE FOR ESTABLISHING A NEW PROGRAM

The method for formulating plans for a new program in a community may be implemented through:

1. An interdenominational group that would express the need for this type program in a particular area. The need should be established on the basis of surveys which have already been made as well as existing programs offered by other agencies.

2. A centralized office of a denomination for purposes of organization, administration, supervision, and interpretation.

3. An Advisory committee for the program which would be a heterogeneous group composed of church related, professional and non-professional leaders and other lay people. This committee could serve as an interpreting body to the Executive Board of Directors as well as help to minimize problems encountered by administrative staff in relation to the program. A chairman and other officers for this committee would be helpful in formulating the agenda and expediting matters for the committee.

4. Full time staff person or persons (depending upon the size of the area to be served) who would serve as a liasion between centralized judicatories, advisory committee, community and local staff (see job description). The staff should be able to assume responsibility of coordinating all services related to the program as well as basic knowledge of supervision.

5. Recruitment of volunteer staff through churches, clubs, organizations and other interested groups. Emphasis should be placed on training volunteers in the various areas by utilizing professional resources in the community.

6. Screening of volunteers through application blanks and personal interviews. Set high standards and volunteers who are sincere will attempt to meet them. Do not feel that you should use all volunteers who apply. If their qualities are unsuitable for working with children, they may be used in performing other services such as library work, etc.

7. Continuous involvement of the volunteers in training and some recognition of their services adds dignity to your program and magnifies the interests of all concerned.

8. Program should be scheduled in such a way as not to overlap or create confusion with other programs going on in the building at the same time.

9. Continuous recruitment of students is necessary so that the best use of volunteers can be made. Support of the schools in making referrals and doing testing is crucial.

10. A need to establish a good rapport with the following and keep them informed through your activities and publications about your progress:

Board of Education (Superintendent of Schools, President of Boards)
State and City Employment Division
School principals and area supervisors
Community organizations
Youth commission
Work study projects
Juvenile courts
Metropolitan Church Federation
School social workers
Neighborhood community centers
Youth counseling services
Chamber of Commerce
Health & Welfare Council
Optimist Clubs
Big Brother Organizations

Close teamwork with the pastors of the churches of the sponsoring denomination (or denominations) is essential. There is a need for a constant review and continuous relationship with these agencies and others who may enter the picture at a later date. Programs vary according to locations, needs of the neighborhood, facilities, and existing programs at a local church. There is no blue print for any one type program and constant evaluation must be made in terms of need.

ADVISORY COMMITTEE

The Youth Development and Vocational Training Program has an Advisory Committee composed of twelve members. They represent the following groups: Pastors(Presbytery), United Presbyterian Women, (Presbyterial), Youth Employment Services(Missouri Employment), School Counselors (City and County), School Social Workers, representatives from other school drop out projects and public school teachers.

We have found the Advisory Committee to be a significant interpreting and public relations body. They are also of a tremendous help in planning and evaluating the dynamics of the program as a whole as well as to consider projections for the future. They respond to many requests. The committee meets every two months on a designated date.

VOLUNTEER ENLISTMENT

We have had to give answers to the question,"How do you get volunteers on many occasions?"

During the first year volunteers were recruited primarily through speaking engagements. We appeared at Presbytery, Presbyterial, local United Presbyterian Women's

groups, couples clubs, sessions, family nights, youth groups, adult church school classes, business and professional groups, P.T.A.'s and other inter-denominational groups. Interested individuals from these organizations then contacted us. Then, we would give them further information concerning a particular phase of the program in which they showed interest.

The following steps were taken to follow through with confirming the volunteers willingness to participate in the project:

1. Send a volunteer application blank. (See enclosed sample)

2. Qualifications are ascertained on the basis of returned application.

3. Motivation for service is also indicated.

4. Personal interview is arranged - look for maturity, stability and ability to be flexible according to goals and objectives of the program.

5. Confirm scope of program and review our expectations of personal involvement such as participation in series of orientation and training sessions, and workshops that will enhance personal development and growth of volunteer.

6. Training sessions for volunteers should precede any planned activity involving volunteers with children.

VOLUNTEER TRAINING

Our first year of involvement in the program, the volunteers worked with larger groups of children and little training and this only added to their fears and feelings of insecurities.

We soon discovered that it was impossible to accept the volunteer from where they were by assuming that they could participate in the program without training. A training program must be instituted to give the volunteers a feeling of security and confidence. They, too, must know what they are doing and why. Even though training is done on a community-wide basis, training at each local church is necessary so that each may become familiar with the objectives and goals set to fulfill the needs of the children referred to a particular center.

Example: If a group of volunteers working at a center does not have a basic knowledge of helping with skills, the focus of the program will be on motivation and enrichment. (i.e. educational games, reading stories, reading for comprehension and meaning, increasing vocabularies, etc.) For a group composed of classroom teachers the focus may be on basic skills as well as other needs. The person or persons responsible for coordinating and supervising these activities must be familiar with the various techniques, methods and resource materials.

Specialists in fields such as mathematics, physics, chemistry, algebra, and geometry are utilized for the supervised study halls for high school students.

Very few students seeked help in English and Social Studies but the greatest demand was in the specialized fields.

Utilization of specialists in the fields of education, psychology, psychiatry, counseling, religion, and social work are best community resources for training. This is another direct way to keep the community informed of your efforts and form a positive image of the efforts of the church.

ACTIVITIES PLANNED TO ENHANCE THE PARTICIPATION OF VOLUNTEERS

The purpose of the institute was to acquaint the volunteers with problems of children and seek ways to help each child appreciate and use every available community resource to fulfill their educational, emotional and social needs. Each participant in the institute focused his attention upon the role of the Christian in helping with social issues. "In our changing society it isn't enough to just read about problems in the community."

Topics of Interest for first Workshop

"Christian Perspectives of the Youth Development and Vocational Training Program"
The Rev. Raymond A. Bowden, Director of Church & Community

"Motivating Children to Learn"
Dr. Ruth Harris, Assistant Superintendent, St. Louis Public Schools

"Emotional and Social Needs of Children"
Dr. Billy Sharp, Director of Youth Counseling Service of St. Louis

The Second Institute

"Emotional Blocks to Learning"
Discussant: Dr. Mina D. Morris, Ph.D., Clinical Psychologist, Division of Pupil Welfare and Adjustment, St. Louis Board of Education

The volunteers were challenged by Dr. Morris to remain as interested Christian adults who would encourage children to achieve. She constantly encouraged the volunteers to continue with their identity as a volunteer and not try to represent a teacher or any other school personnel.

Workshops for the various areas of interest were planned to improve methods and techniques. Consultants for the workshops were:

Reading -Miss Esther Aschmeyer, Elementary Supervisor, South Grand District, St. Louis Board of Education

Arithmetic - Miss Helen I. Baldwin, Curriculum Library, St. Louis Board of Education, Speed Teacher of Reading, St. Louis District Junior College

English - Miss Carole McAlpine, Teacher Beaumont High School, St. Louis Board of Education.

Algebra, Geometry - Mr. Carl Landis, Chairman, Mathematics Department, Vashon High School, St. Louis Board of Education

Physics - Mr. William G. Moseley, Teacher, Vashon High School. currently doing advanced work in nuclear physics

Other than training on a community-wide basis, continuous training was done on the local level at the various churches.

In appreciation for the service rendered by the volunteers, and a need for continuous interpretation of the project to the community at large, a program and reception was planned in their honor.

"PROGRAM"

RICHMOND HEIGHTS CHURCH
March 8, 1964

Presiding — Miss Marguerite Stuehrk
Special Counselor, Board of Education
City of St. Louis

"Cherubim No. 7" — Tchaikovsky-Deis
Mixed Chorus, Nipher Junior High School
Mrs.Johnetta Haley, Director

Invocation — Dr. David Kinnard
Richmond Heights Church

Greetings — Reverend Raymond Bowden
Director, Church & Community Program
Saint Louis Presbytery

"No Man is an Island" — Arranged by Ringwald
Mixed Chorus, Nipher Junior High School

"YOUTH IN A TROUBLED WORLD"

Mrs. Lillian Mosee
Director, Northwest District, Family and Children Services

Dr. George Mowrer
Director of Education and Guidance, Board of Education, City of Saint Louis

Mr. Ralph Kottkamp
Director, Re-training of Youth Manpower Development & Training Act

Mr. Philip Waring
Commissioner, Division of Community Services, City of Saint Louis

Music Selection — Mr. Gilbert Thomas
Accompanist, Miss Gwendolyn B. Robinson

'A TRIBUTE TO THE VOLUNTEERS'

A Parent — Mrs. Arthur Dupree

Tribute from Saint Louis Presbytery — Dr. James E. Spivey, Executive Secretary

AREAS OF ACTIVITY DEFINED

General Purpose: The purpose is to help the students, potential and actual, improve their self-image and aspirations through the work of dedicated Christians. Through their efforts a climate for enrichment experiences and employment opportunities were provided which would give them an opportunity to explore, learn, and develop an appreciation for structured activities related to his understanding and the environmental processes. Thus providing a stimulus for improved moral and social values.

Center is used to denote location of a particular program within a church. Two or more programs of different types may be located in one church focusing attention upon needs and objectives at different levels. Example: One church may have an Adventures in Reading Program, Supervised Study Hall and Learning Class on different days with different children on elementary or secondary level.

Potential drop out is a general term used to refer to those pupils or students who are currently attending school but are experienceing difficulty with their school work as well as undergoing pressures and strains in their own families and the community. If is felt that the involvement into any phase of this program could help the child redirect his energies with greater hope to become a productive citizen through the efforts of dedicated Christians.

The actual drop out, the young person who has left school without completing his education is often unaware of the problems of finding and keeping a job. He is frequently immature but sometimes set in his ways. He needs a great deal of counseling, guidance, and understanding but even these measures may be ineffective in helping him adjust to life and society. The patterns of his life are so well set that changes in his outlook will take place only after long term effort. If takes the combined resources of society to assist him in finding meaning for his life and vocation. The church can play a vital role in the total process of rehabilitation as we have discovered after direct work with over 100 young people in one and a half years.

Tutoring or Learning Class is a device for helping a child who lacks confidence in himself on a one to one or two to one basis with his home work or other skills

mostly in reading, spelling, arithmetic and writing skills. This is especially effective with the child who seems to lack the ability to achieve and the motivation to learn. This technique is also used when the child needs special attention of an adult who shows a personal interest in him.
Example: Many elementary children come to the center so that they can have a comfortable place to study and get extra help with their home work without interference from their small sisters and brothers. Several children have complained continuously because the parents are rather permissive and lack the understanding that small siblings in the family should not infringe upon the personal property of the larger brothers and sisters (lessons). This problem has been so acute in some families, several sessions with the parents were necessary to minimize the depressed feelings of the children.

Limitations of Children:

1. All of the children referred were achieving at least two grades below their academic level.

2. Three fourths of the children referred were achieving below their chronological age. Example: Many fourteen and fifteen year old children were reading on second and third grade levels.

3. Very few could sound out or recognize words. Children were unable to comprehend reading material.

4. Children encountered problems other than reading. Acute eye and ear trouble. Parents unable to follow through with medical recommendations.

5. Most could not follow directions.

6. Antagonistic attitude toward school work in general.

7. Inability to adjust socially within a classroom setting.

8. Very inattentive and lack sense of organization.

9. Lacked practive in writing skills.

Adventures in Reading. The Adventures in Reading Program was designed to provide meaningful help to those children who were lagging far behind others in basic reading ability. This program provided an opportunity to relate newly created interests from reading to new experiences.

Limitations of Children:

1. Very few children received current magazines and daily newspapers into their homes.

2. Could not relate reading material in books with any previous experiences.

3. Short span of interest.

4. Limited vocabulary.

5. Reading was a chore rather than a pleasurable activity.

Cultural Enrichment. This was designed to provide the children with experiences in creative activities, art and music appreciation and dramatic activities. Observation trips were made to cultural points of interest. Emphasis was placed on group discussions related to the observation trips.

Program overcome following limitations:

1. Inability of children to comprehend reading material.

2. Inability to express themselves in group discussions.

3. Limited vocabulary relating to first hand experienc.

4. Few have visited out of their own neighborhoods.

5. Lack of creative ability to fill in gaps in stories

6. Lack of self-comfidence to improve.

Obstacles encountered in achieving original goals:

1. Unable to accommodate all children who needed the service.

2. Needs of children necessitated a smaller ratio (1-1)

3. Short interest span.

4. Churches were not located in all areas where services have been requested.

Provided for a continuation of the pattern acquired in the classroom through remedial and non-remedial activities. Most of pupils were slow learners and efforts were coordinated in cooperation with the teacher and community agencies who were showing interest in the child. Professional classroom teachers who were volunteers concentrated on skills if needed and non-professional on motivation and enriching experiences.

Fun and Learning. The Summer Fun and Learning Program is designed to work with children in the inner city who because of limited family resources are unable to gather new and varied experiences over the months of their summer vacation from school. The program is designed to give the children (4th,5th and 6th graders) group experiences in planned recreation, singing, creative drama, oral interpretation, and crafts. The children also received tutoring help primarily in the area of reading skills. One day each week the youngsters take a bus trip to educational points of interest in and around St. Louis.

The volunteer staff is made up of senior high and college age young people. These volunteers work with the ratio of three youngsters to one volunteer. The program

is held three days each week for a period of six weeks. The first week is devoted to the orientation and training of volunteers. In addition, the volunteers and their supervisors have staff meetings each week. From the evaluations of the volunteers, parents, and teachers this is a most helpful experience. The children in the program are responsive and their attendance is above average for this type of program. However, we must point out that when working with high school age volunteers an extended period of orientation and training is absolutely essential and close supervision of their work is necessary.

The Supervised Study Hall for high school students was implemented for many reasons:

1. Interests shown by community leaders in various neighborhoods to have a comfortable place for high school students to study with an atmosphere of concern.

2. Overcrowded conditions within the home.

3. Inadequate facilities for study such as desk, etc.

4. Students have surpassed parents education-wise and could not help students with home work assignments.

5. A serious need for specialized help with subject areas such as mathematics, algebra, geometry, physics and chemistry. Very few had basic concepts of fundamentals.

6. A small-pupil teacher ratio. In some areas 2-1 or 1-1. In some areas supervised study is done on a group basis and only specific questions are answered rather than emphasis on intensive help.

7. Pressure on the students by the parents to achieve. Student was usually helped to be relieved of family pressure by talking with the volunteer about intimate problems.

8. Students who have good potential academically but are not interested in anything.

Vocational Guidance Programs have been carried on at various centers in cooperation with the Youth Employment Division of Missouri State Employment. At one location this guidance has taken the form of a series of meetings devoted to various aspects of finding a job and then keeping it. Young people involved in these programs (both actual and potential drop outs) were also tested for aptitude, etc. by Missouri Employment. At some locations we have an evening devoted to explaining to the young people at the center the realistic picture of today's labor market and the chances and potential in that market in the future.

Counseling and Job Placement. We have had the opportunity to counsel with 78 individual schoop drop outs in the past year. Some of this counseling has been of a very intensive nature. Most of the drop outs have had little realization of the importance of finding and holding a job nor have they realized their own limitations and the lack of opportunities.

Although we know that this is far above the national average, approximately 85 per cent of those we have counseled have had some kind of police record which makes it all the more difficult for them to find employment. The drop outs have come to us primarily through two sources: pastors, youth workers and other agencies, and through word of mouth spread by the drop outs themselves.

During the last year and a half 43 drop outs were placed in full time jobs. As far as we have been able to ascertain twenty-seven are still working at the same job of initial placement. Many of the drop outs have also had opportunities for part-time jobs. Most of the part-time jobs have come primarily through interested people within the various congregations of the St. Louis area. A minimum wage of 75 cents an hour was suggested for these part-time jobs.

Employer Contacts. Letters are sent to all the pastors of the Presbytery asking them to designate a person who would act as an employer contact within the congregation. This person would be aware of the potential employers within that church. The contact himself might be an employer or personnel man for business. A breakfast is held to explain to the employer contacts the Youth Development and Vocational Training Program and our hope that they would help us in every way possible to find jobs for actual drop outs. Since the inception of this phase of the program 23 young men and women have been placed directly by the employer contacts. Thirty-two churches responded.

Drafting Course. The drafting course held at one of the centers is designed to prepare male drop outs who have the desire and latent ability to become draftsmen but who do not have adequate educational requirements to secure this training in approved and recognized schools. The course has developed a background for blue print reading and lay-out work for those who do not care to follow drafting as a vocation. The course has divested as much theory as possible. The course has prepared draftsmen for entry into an industrial activity as "detailer", under a machine and/or product designer.

The class has been limited to an enrollment of five. The instructor is a man in the mechanical engineering field. The course runs for fourteen weeks, two nights a week. All students in the course receive prior aptitude testing. Three of the young men received employment as apprentices in drafting even before the course had been completed. The initial outlay in supplies and equipment was quite high even with some of the equipment being donated. However, this will not be necessary for the next class. We have found the drafting course to be a most realistic and beneficial program for those involved.

Drop-In Center. During the summer the Youth Development and Vocational Training Program has worked in cooperation with the United Church Women of Kirkwood, Missouri in operating the Drop-In Center for potential and actual drop out boys in Meacham Park, a Negro suburban slum. Due to the fact that there are limited recreational facilities in Meacham the program concentrated on recreation field trips, and counseling. In cooperation with Missouri State Employment a summer employment out-station was located in Meacham. Sixty-three young people were registered, forty-two received either full or part-time employment. Two full time staff people worked with the center which was located in the American Legion Hall. Although the program was new and we discovered that varied structures were needed it met a real need for an area totally overlooked by most youth serving agencies,

and it helped stimulate concern by the county for getting at the root of slum problems.

NATURE OF REFERRAL

Most of the pupils and students were referred to the centers (elementary and supervised study halls) at the various churches through the following sources:

1. Principals through the recommendation of classroom teachers.

2. School social workers and social workers from other family community agencies.

3. Ministers and Directors of Christian Education.

4. Parents who brought their problems about their children's studies to the attention of ministers but were reluctant to confide in anyone outside a church setting. Negative attitudes toward all agencies. We were unable to take all referrals from parents because of previous commitments to other agencies and referral sources.

5. Walk-ins -- Students and pupils who had heard about the service and requested the help with their specific problems.

Numbers 2., 3., and 5. would apply, also, to the majority of actual drop outs who have been involved in counseling, job placement and job training programs.

Reasons for Referrals. The reasons given for the potential and actual drop outs encountering difficulty:

1. Lack of Ability
2. Absence of opportunity
3. Ill health
4. Changing schools frequently-transferred to 12 or 13 different schools
5. Parental problems with the home
6. Adults have problems and all children don't relate to all adults
7. A feeling of inferiority and insecurity
8. Inability to compete with classmates (primary source from social workers)
9. Repeated disappointments, failures and frustrations
10. High mobility of family
11. Emphasis on culture values operating as barriers to school achievement among those on low income
12. In need of a friend tofoster understanding and encouragement
13. Unwillingness to absorb society's more refined tools and knowledge

Approximately 15 percent of students served were Presbyterians, the rest come from other denominations.

Resource Materials. Through the media of films, maps, books, workbooks, games, pictures, newspapers, magazines, creative art and dramatics, music and observation trips, we hope that the students have been motivated to take a fresh look at themselves

VOLUNTEERS AND CHILDREN INVOLVED
in
YOUTH DEVELOPMENT AND VOCATIONAL TRAINING PROGRAM
June 1, 1963 - June 1, 1964

	T	CE	SSH	AIR	FL	PK	VG	JP	DL	DC	SE	EC	Total
Clifton Heights	7v11c				7v21c						9v94c		23v126c
Cote Brilliante	3v6c		10v25c										13v31c
Curby Memorial	5v15c												5v15c
East Grand											6v82c		6v82c
Gibson Heights	4v10c												4v10c
Grace	8v16c						4v14c						12v30c
Kinloch	37v68c												37v68c
Meacham	18v28c								10v72c		6v60c		34v160c
Peters											7v49c		7v49c
Second	10v45c				7v28c		78c	43c	(figured in VG)				21v 156c
Third							1v3c						1v 3c
Wellston	19v32c												19v 32c
West				4v41c			3v9c	5c		1v5c			8v 33c
Westminster		25v50c	10v26c			15v42c							50v 118c
Employer Contacts												32v	32v

Abbreviations -See structure of map
v-volunteer c-children

240v 913 c

27 Volunteers are on Substitute List

Attendance : 85% of the children enrolled in the various phases of the program are still attending. Under 4% of the volunteers involved with YDVT have "dropped out"

Achievement: After consultations with school officials (principals, teachers), social workers, parents, and the volunteers, we were able to ascertain that children participating in the various tutoring aspects of the YDVT Progra were showing measurable improvement in their motivation, attitude and class work.

65% above average improvement
25% average improvement
10% slight improvement

A Tribute from a Parent of a Child Involved in Tutoring Session:

> "I am the mother of one of the several hundred children which is being served in the Youth Development and Vocational Training Program Supervised Study Hour. As parents we pay tribute to those who have made our children their deepest concern. We need honest adults in whom they place trust and confidence. We feel the children are finding it in their association with the volunteers. As parents we are not always in the position to see the implications or consequences involved in getting our children to achieve to their fullest capacity. Every facet of life is more demanding today. It requires all citizens of the community to combine their efforts to obtain the most desirable results. You are the Good Shepherds. You have shown great concern for our children. You have brought them hope, faith and confidence. You are the 'light of their life' as you guide them through their stumbling efforts. We thank you."

A PRE-SCHOOL PROGRAM

Play School. The Play School was organized in cooperation with Mrs. Lucy Brock, Director of Christian Nurture and Services at Westminster Presbyterian Church, U.S. as an experimental project.

Purpose. The purpose of the Play School was to provide a socialization period for those children who were five after September 15, 1963. The experience was a preparation for those who would be attending Clark and Hamilton Elementary Schools.

In St. Louis a child cannot enter kindergarten if he does not reach five prior to September 15th. Therefore, most children from deprived areas do not have any preschool experience prior to kindergarten.

According to test scores and other available data we have found that the child who begins in the kindergarten without any socialization experiences, is usually three to four months behind in his ability to achieve and is seldom able to overcome the academic, social and cultural lag.

Coordination for the Pre-School Program was done in cooperation with the principal and kindergarten teacher of Clark School. Other resources were utilized for training the volunteers. Specific training for volunteers in childhood education is essential prior to initiating a program of this nature. The training should be structured specifically for this age group and may not coincide with training sessions for volunteers. Specialists in the community may be utilized in the fields of education, (kindergarten),counseling, psychiatry, psychology, social work, etc. The program must be well planned with a sound philosophy so that the small child will not become confused when he enters school.

It was felt that the parents should gain an appreciation and understand the needs of their children. Therefore, the mothers of the pre-school children met on the same day and at the same time of the Play School. Both groups met once a week for two hours. Because of the demands and necessity for this service the program will be expanded for the ensuing year.

Enrollment of children and parents in Pre-School Program:

Anticipated enrollment	25
Present enrollment	42
Average attendance each week	38
Small children in nursery	10
Number of mothers enrolled	25
Number of mothers present each week	25
Number of volunteers	15

Ratio of 3 pupils per teacher

The goals of the children's program were:

To learn that he is a person with a name. To learn to articulate his needs.
To learn to share and respect the rights of others. To learn to listen.
To learn that he has a place with his peer group. To learn new concepts.
To become adjusted to the limits that are set to help him grow.
To learn about the world around him.
To offer stimulus toward learning by encouraging the child's curiosity.
To establish relationships with peers and with adults.
To become acquainted with materials such as crayons, paint, pencils, etc.

Most of the children were exposed to crayons and story books for the first time. It was hoped that these goals would be achieved through the program activities:

1. Music, included group singing, music appreciation, rhythm instruments
2. Self expression, (sharing time-use of teletrainer)
3. Creative play activities (group and individual)
4. Observation trips

Limitations of Children enrolled in Pre-School Program:

1. Inability to give name, address, etc. clearly (few could use correct speech patterns)
2. Withdrawn and shy
3. Unable to share and play well with other children
4. Few had crayons and story books in their own home
5. Could not express themselves creatively through music

It would be impossible to list all of the problems encountered.

Upon the initial interview with the parents, we ascertained their interests also. Three fourths of the parents participated in a group activity in the community for the first time. Many requested that we focus our attention upon their immediate needs by providing:

1. An opportunity for group discussions.
2. Help improve their educational skills (some tutoring was implemented).
3. Get specialists to talk about child-parent relationships, etc. All were extremely concerned about their role as a parent in consistent with the demands of society. One mother expressed her concern by stating that she had assumed the role of motherhood before learning of her expectations.
4. Home management - budgeting and financing in a practical manner.

The following events provided a stinulus to continue with similar programs for parents in other areas.

"CALENDAR OF EVENTS

A	April 29	"COMMUNICATING WITH YOUR FAMILY" Discussant: Mrs. Carl Dudley
	May 6	"OUR FAMILY NEEDS" Leaders: Mrs. Mary Barber, Mrs. Izetta Monroe and Mrs. Iris Williams
	May 13	"YOU AND YOUR CHILDREN" Mrs. Lillian Zemelman - Family and Children Service Northwest District
	May 20	"LEARN AS YOU COOK" - 9:00 a.m. Teacher: Mrs. Blanche Davis - Home Economist, Union Electric
	May 27	A Series of Cooking Classes
	June 3	A Series of Cooking Classes
	June 10	"IMPROVING THE HEALTH OF CHILDREN" Pediatrician: Dr. Helen Nash

Sponsored by: THE YOUTH DEVELOPMENT AND VOCATIONAL TRAINING PROGRAM
SAINT LOUIS PRESBYTERY, U.P.U.S.A.
in cooperation with
WESTMINSTER PRESBYTERIAN CHURCH, U.S."

Participation of the mothers in the organized group may be evaluated on the basis of their comments:

"To me, the Mother's Group connected with the Wednesday morning Play School has had two distinct values. First, the programs which have been given have been extremely valuable insofar as content is concerned. Each week, I have gone home feeling I have learned something which I could use for my family. This includes everything from new recipes through better conversation at the dinner table. Secondly, participation in this program has given me a chance to take an active part with a church which is acting --not just talking--in a relevant way in its immediate neighborhood. The program at Westminster is thrilling and I'm happy to have had this small part in it."

"I think the pre-kindergarten school is one of the best things that happenedd. I have learned how to understand my children better. I have also learned how to solve some of the many problems that occur in rearing children. There are so many things that I have learned that were helpful in teaching my children about God. I think the lecture on the Bible, and about where God comes from was very helpful."

" The pre-kindergarten and the mother's club program. It's one of the best things to happen in our community for the children and the mothers, too. They learn to love and share with each other. There is really a difference in my children now. I do feel that this kind of program will be a blessing to both Negro and White that God's love can work together."

"From the first day I heard about this program and told my child about it we both have been looking forward to it. I was hoping something like this would come along to prepare my child for kindergarten. I think this wonderful program is very helpful to me and my child. We both have enjoyed it so much, I more than she. Since I am sort of bashful, I've seemed to come out of my shell. I wish this program would never end."

"This program has meant much to my child, and also to me. Since attending the classes my little girl has learned how to get along better with other children. I think she will be better prepared when September comes to enter school. As for myself, I have enjoyed the discussions that we have had. Threr are some things I have learned that will help me to be a better mother in raising my family. Although I have missed most of the guest speakers, but just being here with other mothers have helped me greatly with my children. I am very glad that I was able to attend."

"My experience with the Mother's Club. Since joining my first "Mother's Club" I have learned a lot of different ideas. First, I enjoyed meeting the new mothers, by doing so I learned new faces as well as their exchanging of ideas. Second, it is a wonderful thing for pre-school children to get them acquainted with public school as well as the strange children, teachers, and most of all to be able to leave mama without wanting her to come along. Third, it gives me something to look forward to also to have a day or a few hours away from home to be with others for a change."

"As a member of the Mother's Club - I find this program most stimulating. The programs are well planned, the interest is high. I look forward to every Wednesday because of this varied experience. So far all the speakers who came before this group have brought worlds of experience and knowledge--of these everything has become a challenge in the rearing of our children. I cannot truthfully say which program I enjoyed the best for they were all excellent. Being a part of this group under such wonderful leadership (the Directors) will be long remembered. I am looking forward to this program's continuance."

"The pre-kindergarten and Mother's Club has been very meaningful to me and to my child. This is the outward expression of friendliness I have felt for a people I have not know personally in groups before. I have had a strong feeling that social justice had not been done by the white community and churches for many years and feel groups such as these can break down barriers for those participating and can have farther reaching results in having others know the groups exist. I feel I am enlarging my own child's horizons and hoping for her to gain, through personal experience, a friendship for and knowledge of others. I have also wanted her to know that it may be necessary in giving Christian witness, to leave familiar and comfortable patterns. This she may not be learning since it has been no chore, but an interesting experience with exciting prospects

of hope, if it were possible for us to communicate to other church members, our joy in coming. As a chairman of Church Extension for a Church's Women's group-- this is a program much hoped were possible. My only disappointment is in the lag in participation of more of our group."

"My experience with the Mother's Club. I have gained quite a bit of information from other mothers and guest speakers. I have been able to apply most of the advice, when I am dealing with my pre-school child. I am more aware of what is expected of my child as a kindergarten student. Therefore, I have been preparing him toward his first step into elementary school. I have also enjoyed the conversing freely with other mothers who are experiencing similar situations with their children."

"I'm a member of the Mother's Club for the pre-school children. The different topics about the children, home, and communication were wonderful. I've learned ways to work and understand my children better and also have conversation within the family circle. The entire program has been wonderful and I have been benefited from each discussion."

SPECIAL CASES

The cases in this category were referred to the Youth Development and Vocational Training Program by the school social worker, family agency and the Church. It is impossible to relate all of the implications involved by abstracts from each will be given. General characteristics were:

1. Personality disorder
2. Not amenable to casework

The number in this group was excluded from the total number served in other phases of the program. Total number of special cases: 15.

A fourteen year old who had been suspended from school several times for irregular attendance and who also seemed to be neglected, rejected and deprived. Because of the acute problems surrounding this pupil she was suspended from school four months prior to graduating from the eighth grade. The problems in the family were so overwhelming that it was felt that very few measures could be implemented to help alleviate the inner pressures or strains. An interested citizen who had heard about the school drop out program called the church and asked for help. After conferences with the principal, social worker and other disciplines, the pupil was enrolled in the tutoring classes on a trial period three times a week for three weeks. If the pupil was able to discipline herself to this special schedule she would be re-admitted to school. A retired teacher who was also a volunteer accepted this challenge. It was revealed that this girl was living with a 60 year old grandmother, a friend and a positive identification with a church related institution. Since this was the family's first contact with any religious institution their vision had become enriched in knowing that others care. Presently, the girl is involved in the inner city community program. Out come: A graduate from the eighth grade she would have been a drop-out before high school. Another member in Sunday School. High School volunteer for summer program.

This is a fourteen year old male student who was made known to the Youth Development and Vocational Training Program by the Division of Pupil Welfare

and Adjustment, St. Louis Board of Education following his exclusion from school. The student had failed to respond to the services of five different social agencies plus the facilities of Juvenile Court. A review of psychological and psychiatric assessment material did not disclose any organic basis for his social behavior.

In spite of the child's inability to survive in the public school he has made excellent academic progress in our program on a one to one relationship. He is no longer threatened by the frustrating competition experienced in his classroom. The minister who became interested in the total family constellation has been instrumental in minimizing the family tensions which had almost resulted into a divorce.

SOME IMPRESSIONS AND ACTIVITIES OF THE VOLUNTEERS:

Example A

Learning Classes -" This child appears to be of average intelligence for his age. The fact that he has fallen behind in school can perhaps be attributed to several things: (1) His family has moved several times. (2) He is a typical eleven year old and finds studying a little boring. As a result of many obstacles he fell behind in reading and arithmetic, there apparently was no one at hand who could take him aside and explain things he could not understand. (For example, only three weeks ago I discovered he simply had no idea what was being asked of him when he was required to do division in arithmetic.) The pupil responds to special tutoring. Although his school report recently rated him "Poor" in reading, he has made much stride in this direction in the past few months that I wish his school teacher could have given him more encouragement."

"A little success and recognition works wonders with everyone of these children. Last week he informed me that "my mother says we will have to move again, but not until the end of summer." If he changes schools, I hope special arrangements can be made to have him continue at the Learning Class."

Example B

"A child with problems, the biggest of which is that all adults instinctively dislike her. She has great difficult concentrating. What she needs above all else is the interested attention of one adult."

Example C

"This child blossoms rapidly with attention and words of praise from an adult."

Example D

"This pupil seems very stupid, but is far from it. He appears to reject all advances of friendship and interest from an adult, but in fact he is listening hard and loves the attention. He is a child just thirsting for one person to take an interest in him and give him the help he so badly needs. I feel most strongly about this child. His strange behavior is a cry for help. If that help is denied him, I believe he heads straight for the Juvenile Court or severe emotional trouble. Given that help, he might well suprise us all by his ready response. I believe every effort should be made to include this boy in the program again. In fact, I would like to work with him during the summer. He also needs glasses very badly."

Example E

"As with many of these children, this child was ashamed of his own ignorance. His intelligence was below average and his knowledge negligible. He should be encouraged to try again next year. Personal tutoring could help this child a great deal."

Example F

" Working with this pupil seems to be a real success story. She is so alert and quick that it seems almost inconceivable that she should have fallen as far behind in school as she has. However, both her brothers have dropped back. Several home moves plus what is probably a poor home environment would be entirely responsible. (This child's family moved out of her present school district one month before the end of the semester.) If the volunteer had not pursued conferences and given extra attention to this situation the child would have remained in the same grade level. The individual attention offered in the program seemed to have stimulated the interest and given her the "push" she needed to improve her reading and therefore her grasps' of other subjects. The only discouraging note just now is this child"s ambition to get a job as soon as possible."

Example G

"This girl appears to be below average in intelligence. In addition, she is in every sense a "foreigner" to her present environment. Hampered by a heavy southern accent and a limited vocabulary this pupil makes little effort to communicate with those around her. Conversation drifts over her head as though it were a foreign language to which she long ago learned to be deaf. Of all the children, she seemed the most bewildered and lost when first she came to class. This child will never strive academically, there should be a more rewarding adulthood ahead of her than the one she is heading for at the moment. She needs to be awakened to the life going on outside her family. Without this she is unlikely to find motivation to master the basic shells which can give her self respect in adulthood. A first step in the "awakening process" would be to have her take part in the summer program."

Example H

A class room teacher evaluates: "Although Iwas able to work with the children only once a week, I was able to see growth taking place. The greatest growth seemed to have been in social adjustment. Pupils who were unable to get along well together when they first attended class learned to share equipment and experiences without fighting. They learned to be courteous to each other. The one-to-one teacher pupil relationship enabled the teacher to do a concentrated job on the pupil's weaknesses. As a result of this help most of the pupils will be able to work on their grade level this fall."

Techniques Used for Motivation:

One volunteer helped the pupils in her classroon learn perception, direction, etc. by taking them on an imaginary trip via automobile on the map to Florida. When they arrived to Florida, they talked about the state, visited many places, ate fruits grown in Florida. Then the class returned via map to their home place. This was a

good imaginary trip since creativity is practically void with the children. Very few can recognize or know the taste of fresh fruits; therefore this experience was very fruitful for the children.

A high school boy came to the supervised study hall three consecutive weeks without his books. He sat and talked with the volunteer without giving any indication that he was failing in his subjects. Later, it was ascertained that he was one of ten children who had very little privacy in the home and he was in constant competition with other family members for a quiet place to study. The mother was too engrossed in relating to other family problems that needs of this student were lost. When attention was given to the whole acute situation, the volunteer was able to encourage the mother to accompany her to school to have a conference with the teacher, counselor, etc. Conferences revealed that besides failing in all subjects, the student had a poor sense of organization, notebook work, etc. Subsequent study sessions and conferences have helped the entire family redirect their energy toward educational goals.

EVANGELISM AND HUMAN UNDERSTANDING

" The disclosures of Biblical studies in recent years aided by the advances in the natural and social sciences have lead us to a new appreciation of the Biblical concept of the whole man--the interrelatedness of body, mind, and spirit. Faith must be understood as a relationship with God involving the whole man and necessarily affecting the well-being of the whole man. This understanding necessarily leads Christians into the area of social concerns, for whatever affects people is the concern of God, and, therefore, of the people of God as well."

"The ministry of Jesus Christ was a ministry to the needs of persons--a concern for the whole man. The church's mission is to continue the work of Christ in the world now. Therefore, Christians cannot be complacent where human evil in all its forms thwarts God's will for mankind, the reign of like which Christ reveals. Our Biblical understanding includes too the interdependence of men, thus leading us into the whole area of human relationships, the importance of which the social sciences have led us to discover in greater depth. So any evaluation of this work from a theological standpoint must recognize the invaluable contributions in the lives of persons, both children and others, toward wholeness and realization of potentialities' and loving relationships to God and one's fellows."

"It feels much better to act than merely to talk, and all the talking we have done about the inner city, race relations, juvenile delinquency, etc. seemed to lead to nowhere before we had an actual job to do. The part we are doing seems small--but I feel that most jobs that really need doing are small. I'm happy to have the chance to express a concern and care for God's children in this way."

"I think the church definitely must explore this field. For here is where the church may show concern for people. These young people at this age can be nurtured and helped to know the love of God through other people. The church may reach many young people here that she cannot reach in Sunday School. The church may discover another reformation in its underprivileged people and its concern for them."

" I feel that our church has a right and a duty to perform a function such as this. It is a positive action, as reaching out to put into deeds our beliefs about being responsible for one another."

"I am happy to be a part of this ministry. It seems as if all the problems of the unfortunate get lost in big offices and tax dollars and very little is done about the actual problems. This is the first practical approach I have seen to help alleviate problems first hand."

"Although I am the only ome in my family directly involved, we've had the opportunity of sharing, understanding other people, and caring for others. A wonderful Christian experience everyone would enjoy."

"This has been a delightful experience. It put me to a test. I didn't know if I could love the Negro children just like I do my own. I found out I could love and want to teach them just like I do the white, in my Sunday School class. This has been quite and experience and challenge, I am very grateful for the opportunity."

" Working as a volunteer has given me a sense of fulfillment which is not always present in volunteer work. Being able to watch children change and gradually unfold makes me feel that we are really accomplishing something. The experience I have gained working with the children has been valuable in my personal life also."

" This has been a very rewarding experience for me, in helping to understand and realize all the problems these children have. I believe something like this in helping with the inner city work is certainly where you can do your Christian Witnessing."

" I feel working here is expressing my faith in a way most satisfying to me. So often we can attend so many meetings and yet not actually accomplish anything. Through this group we have seen the children learn to express themselves, learn to show love and expression. Learn to talk to others, express their likes, dislikes and perhaps the most important thing--learn to smile, and be happy. When we first started they so often wouldn't talk to one another--much less us. Now it's wonderful to see them climb out of their shells."

7. Volunteers and employer contacts recounted through the church are sincere and dedicated to their responsibilities and many valuable human resources are wasted unless they are challenged to elevate the dignity of man.

8. Much of the responsibility for effective action for actual and potential drop outs still depends on local church and community initiative, resources, and programs.

9. If socialization programs were arranged for culturally deprived children from age four, or preferably from age three until time for school at five or six, some of the worst effects of their rearing might be substantially reduced.

10. Almost as many children are dropping out between seventh and eighth grades as upper grades.

11. Only 15 percent of the parents and children enrolled in our programs have had regular contact with a church.

12. Most of the children have low self-esteem. Less than 10 percent of the total enrollment were being served by a social agency.

13. Many actual drop outs are receiving superficial aids from different resources which are inadequate for affecting a permanent change for the better. Continuity of service and leadership by one agency over an extended period of time can produce re-motivation.

14. We discovered that many parents were not participating in programs affecting the lives of their children because of their own educational inadequacies.

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